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Questionnaire study appraising student interests in various health education areas and student estimation of previous knowledge in these areas. Represents an attempt to evaluate the required nonprofessional health education curriculum for undergraduate women at the University of Maryland. Students estimated their knowledge and interest to be greatest in area of "Marriage and the Family" and least in area of "Health Careers." The area of "Mental Health" ranked second in interest.

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INTERESTS AND ESTIMATED KNOWLEDGE IN MAJOR HEALTH AREAS OF FRESHMEN WOMEN, UNIVERSITY OF MARYLAND

M. Josephine Gaines
Health Education
University of Maryland

Evaluation of content and content emphasis is essential to a meaningful and a functional health education curriculum. Student health interests and student self-appraisal of knowledge are two important aspects of this total evaluation.

We cannot merely assume that our curriculum content is meeting the needs and interests of our students; nor that it is effectively keeping pace with the world in which we live. To be effective and if we are to make a positive contribution to the total education of the college student of today we cannot be satisfied with platitudes, status quo, perpetuated ignorance and misinformation, nor lack of concern as it regards curriculum content in health education. Health problems and health needs change. The scope and content of knowledge in the physical, social, and psychological sciences vary. The application and interpretation of these sciences in health education must vary accordingly. The health knowledge, attitudes, and interests of students are not static, but vary with the extent and effectiveness of pre-university education, public health education, family and community educational status, and the numerous advances, crisis and changes that face us everyday at the local, national and international levels of living.

STATEMENT OF PROBLEM

The primary and immediate purposes of this study were to appraise the degree of interest in various health education areas; and to appraise student estimation of previous knowledge in these health education areas.

Through this study the author hoped to obtain information that may contribute in the evaluation of the non-professional required health education curriculum for undergraduate women at the University of Maryland. It was hoped that the findings might serve as one guide in evaluating course content and emphasis; and give direction in making course content more meaningful to the students taught in this program.

LIMITATIONS

This study is limited to Freshman Women at the University of Maryland. The findings are thus specifically applicable to this group. The instrument utilized deals only with estimated knowledge and interests in health content areas. Student health needs, level of knowledge, attitudes, practices and skills are not necessarily synonymous with estimated knowledge or interests.

ED000349
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BASIC ASSUMPTIONS

It is essential, if we are to meet the objectives of our program that a continuous, functional, and comprehensive evaluation be an integral part of the health education program.

Health education if it is to be effective, must take into consideration the interests of the students.

Health interests are not static, but an ever-changing phenomenon.

Health interest and the degree of interest varies from one group to another, and from one locale to another.

Estimated health knowledge, as indicated by studetns, varies from group to group and from locale to locale.

What students estimate to be their level of health knowledge may not be synonymous with their actual level of knowledge, but in a gross fashion may give some indication of student health education background.

BACKGROUND--EVALUATION

Evaluation means to appraise something according to a set of values. These values in health education are our objectives and the basic philosophy of our program based on the health needs, present and future, of the students. The Joint Committee on Health Problems in Education has said that, "Each teacher and each school or school system should set up its own criteria of evaluation in the light of its own philosophy and objectives."[1] The statement of philosophy for the required program of health education at the University of Maryland states:

> "Health is essential to effective, efficient, productive and happy living. Health effects every phase of living, personal and community. It is the goal of education to prepare self-directing youth who can meet the demands, problems, and responsibilities of their personal and community lives effectively, productively and happily.
>
> Health education is a vital component of the functional educational curriculum. The health education curriculum provides information, and develops attitudes and values, habits and skills with which the individual can build a fuller and happier life for himself, his family and his fellowman. It is an essential part of education for living and for assuming his responsibilities inherent to preserving life and our democratic society."[2]

1. Joint Committee on Health Problems in Education, N.E.A. and A.M.A., Health Education. Washington, D. C.: National Education Association, 1948, p.348.
2. University of Maryland, Health Education, "Philosophy and Objectives", 1958, mimeo.

Evaluation implies questioning and seeking answers. There are numerous questions which we might ask ourselves in health education. One particularly pertinent question is: Are we meeting the objectives of our program? (See Appendix 1) The answers to this question cannot be verbalized assumptions. Andie Knutson has said, "The soundness of each program will depend to a large measure on our ability to assemble and to evaluate properly various kinds of information that can be utilized in decision making."[3] Joseph Lantagne stated that "....health instruction is not static. It is based on a group of facts constantly being modified and added to by scientific progress. Constant study and research is necessary to remain abreast of this field."[4] The Joint Committee on Health Problems in Education stated that, "Active curriculum development is promoted to the extent that new standards and techniques of evaluation are used. Evaluation and curriculum development mutually support and modify one another; a change in one should and usually does stimulate a change in the other. Evaluation is essential for determining progress and for helping to point the way for future improvements."[5] It is essential, if we are to meet the objectives of our health education program, that we participate in a continuous and a functional evaluation program.

In planning the content of health education courses, at any particular level, essential guides are the needs and the interests of the students as they see them. This is not our only criteria, but an important part. Joseph Lantagne reiterates the well-accepted opinion of authorities in education on this subject; "Leading educators and psychologists have long agreed that if education is to be meaningful it must be based on student needs and interests in specific skills."[6] We must, however, be critical in the use of evaluation devices and the results derived from them in the analysis of our results and the application of them; for the needs of students and their expressed interests are not always synonymous. We may find that our students lack the maturity, the baxic knowledge, and insights to totally and effectively evaluate their present and future needs in health. Yet, how far we can get from some of the immediate and varied problems of youth in health if we cannot continually turn to them to gain new perspectives and insights. Delbert Oberteuffer said in 1935 that, "The experience should be selected in response to data from student life which indicate needs and interests of the learners, and not solely in terms of what course makers believe should be included. The experience should be drawn out of, identical with or linked to the life of the learners."[7]

This concept has remained constant over the years. It is on this premise that, this writer believes, we must evaluate student interests and their estimation of their knowledge if we are to meet the objectives of our program, if we are to give meaning to our program, and if we are to be of service to the individuals that we teach.

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3. Knutson, Andie L. "Evaluation of a Health Education Program", A.J.P.H., V.45, Jan. 1955, p.21.
4. Lantagne, Joseph, "An Analysis of Health Interests of 1,000 Junior College Students in California". Junior College Journal.
5. Joint Committee on Health Problems in Education, N.E.A. and A.M.A., Health Education. Washington, D. C.: N.E.A., 1948, p.337.
6. Lantagne, Joseph, "An Analysis of Health Interests of 1,000 Junior College Students in California"., Junior College Journal. V.21, April, 1951, p.429.
7. Oberteuffer, Delbert, "Preliminary Study of Criteria for the Selection and Organization of Learning Experiences in Health Education", Research Quarterly. V.6, Oct., 1935, p.63.

COLLECTION OF DATA

The author's Student Self-Appraisal Inventory of Interests and Estimated Knowledge in Major Health Education Areas check-list questionnaire was the evaluation instrument used in collecting information for this study. (See Appendix 2) Eighteen major health education content areas dealing with personal and community health were covered in the check-list. One hundred and twenty-five topics were included under the various areas within the check-list.

The check-list was administered to 500 women students at the University of Maryland at the beginning of the 1958 Fall Semester, as a part of the diagnostic testing and evaluation program.

All of the check-lists that were partially completed were discarded. The final number of student responses included in this study was 262.

The test was self-administered. The purpose of the check-list, directions, terminology, and an example with explanation preceded the actual check-list.

The check-list was administered by three of the health education instructional staff to all members of their Personal Health Classes. The test was administered prior to any formal health education instruction in the classes, during the pretesting period. The students had fifty minutes to complete the check-list. Formal testing conditions were maintained.

ANALYSIS AND CLASSIFICATION OF DATA

The responses on all completed check-lists were tallied. Each response was given the value of one. Raw data responses were recorded under each of the possible 1000 responses. All raw data were converted to percentages. (See Appendix 3).

The results of responses for estimated knowledge under (none and little) and (some and adequate) were combined for each of the topics. The results of the responses for interests under (none and little) and (considerable and great) were combined for each of the topics. These results were expressed in percentages. (See Appendix 4)

The mean, expressed in percent, was determined for each degree of estimated knowledge and interest for each of the eighteen major health education areas. These results were then combined under (none and little) and (some and adequate) for each major area under estimated knowledge; and under (none and little) and (considerable and great) for each major area under interest. (See Appendix 5)

Responses for estimated knowledge under none and little were put in rank order by topic under each major area. Topics were ranked from lowest estimated knowledge to highest estimated knowledge. (See Appendix 6)

Responses for interest under considerable and great were put in rank order by topic under each major area. Topics were ranked from highest interest to lowest interest. (See Appendix 6)

Responses for estimated knowledge under none and little were put in rank order by area. Areas were ranked from lowest estimated knowledge to highest estimated knowledge. (See Appendix 7)

Responses for interest under considerable and great were put in rank order by area. Areas were ranked from highest interest to lowest interest. (See Appendix 7)

The twenty-five topics in which the students indicated least knowledge, under none and little, were put in rank order, lowest to highest. The twenty-five topics in which the students indicated the most knowledge, under considerable and great, were put in rank order, highest to lowest. (See Appendix 8)

The twenty-five topics in which the students indicated the most interest, under considerable and great, were put in rank order, highest to lowest. The twenty-five topics in which students indicated the least interest, none and little, were put in rank order, lowest to highest. (See Appendix 9)

RESULTS

In the area of "Basic Health Concepts" 68.15% of the students responding indicated considerable or great interest. The topics under this area in which they expressed the most interest (under considerable and great) were 75.19% - health and effective living, 77.87% - factors influencing health, 74.81% - individual health needs, and 69.85% characteristics of the healthy individual. (See Appendix 6-A for rank order of topics in this area.)

In the area "Health on the College Campus" 59.68% of the students responded under considerable or great interest; and 69.18% indicated that they had none or little knowledge in this area. The topics in this area in which they expressed the most interest were 68.7% - components of a healthful college environment, and 68.32% - Counseling and guidance services. The topics in this area which they indicated that they had none or little knowledge were 71.76% - campus health resources, 72.51% - counseling and guidance services, 79.39% - college health education, and 80.53% campus health-and-safety committees. (See Appendix 6-B for rank order of topics in this area.)

In the area "Mental Health" 80.70% of the students indicated considerable or great interest. The responses indicated considerable or great interest in all topics under this area. Fifty-five and thirty-four hundredths percent indicated "great" interest in the topic common emotional problems, and 53.05% indicated "great" interest in the topic types of emotional disorders. (See Appendix 6-C for rank order of topics in this area.)

In the area "Marriage and the Family" 87.96% of the students indicated considerable or great interest; and 63.87% indicated some or adequate knowledge. The responses indicated considerable or great interest in all topics under this area, with over fifty percent indicating "great" interest in all topics in this area, with the exception of pregnancy and childbirth. (48.47% indicated "great" interest in this area.) The topics in which they indicated that they had some or adequate knowledge were 81.68% - dating and courtship, 77.48% - choosing a mate, 75.96% - biology of reproduction, and 72.9% - pregnancy and childbirth. (See Appendix 6-D for rank order of topics in this area.)

In the area "Heredity and the Environment" 77.35% of the students indicated considerable or great interest. Over seventy percent of the students indicated considerable or great interest in all topics in this area. Seventy-five and nineteen hundreths percent indicated that they had none or little knowledge concerning the topic genetic effects of radiation. Sixty-nine and eighty-five hundreths percent indicated that they had some or adequate knowledge about the topic role of the environment in growth and development. (See Appendix 6-E for rank order of topics in this area.)

In the area "Care of Skin, Teeth, Eyes, and Ears" 70.61% of the students indicated that they had considerable or great interest in the topic abnormalities and disorders of the skin. The topics in which they indicated that they had some or adequate knowledge were 81.68% - care of the teeth, 70.23% - how one sees and hears, and 70.99% - care of the eyes. (See Appendix 6-F for rank order of topics in this area.)

In the area "Fitness" 75.82% of the students indicated considerable or great interest; with over seventy percent of the students indicating considerable or great interest in all topics. Sixty-six and forty-one hundreths percent of the students indicated some or adequate knowledge under the topic exercise and health. (See Appendix 6-G for rank order of topics in this area.)

In the area "Posture and Body Mechanics" 68.32% of the students indicated considerable or great interest. The topics in this area in which they expressed the most interest were 78.63% - attaining effective posture, 72.52% - posture and emotions, 66.41% - posture and body efficiency, and 66.03% - posture defects. Sixty-six and seventy-nine hundredths percent indicated that they had some or adequate knowledge concerning the topic attaining effective posture. The topics in which they indicated that they had none or little knowledge were 78.62% - Kinesthetic principles of movement and 64.89% - posture and emotions. (See Appendix 6-H for rank order of topics in this area.)

Sixty-seven and fifty-five hundredths percent expressed considerable or great interest in the area of "Recreation and Health" to the topic relation to mental and social health. (See Appendix 6-I for rank order of topics in this area.)

In the area "Rest, Sleep, and Relaxation" 79.01% of the students indicated considerable or great interest. Over seventy-five percent of the indicated considerable or great interest in all topics under this area. Sixty-four and seventy hundredths percent of the students indicated that they had none or little knowledge in this area. The topics in which they indicated the least knowledge were 77.10% - physiology of sleep, and 67.56% - types and cuases of fatigue. (See Appendix 6-J for rank order of topics in this area.)

In the area "Nutrition and Diet" the topic in which the students indicated considerable or great interest was 69.85% - overweight and underweight. (See Appendix 6-K for rank order of topics in this area.)

In the area "Consumer Health" the topics in which the students indicated considerable or great interest were 66.79% - fraudulent practices and quackery and 66.42% - dangers of self-diagnosis and treatment. Sixty-three and forty-four hundredths percent of the students indicated that they had none or little knowledge in this area. The topics in which they indicated the least knowledge were 72.52% - criteria for selecting health products, 78.24% - qualifications and licensure of health personnel, 74.43% - criteria in selecting health services, and 65.65% - evaluation of health information. (See Appendix 6-L for rank order of topics in this area.)

In the area "Communicable Diseases' 73.52% of the students indicated considerable or great interest. Over seventy percent of the students indicated that they had considerable or great interest in all topics under this area, with the exception of the topic modes of transmission (69.09%). (See Appendix 6-M for rank order of topics in this area.)

In the area "Chronic and Degenerative Diseases" 73.29% of the students indicated considerable or great interest; and 70.5% indicated none or little knowledge. The topics in this area in which they expressed the most interest were 80.92% - causes and prevention of heart disease, 88.55% - causes and treatment of cancer, 70.23% - physical and emotional aspects of allergies, and 70.99% - rehabilitation of the handicapped and disabled. Fifty-one and ninety-one hundredths percent indicated "great" interest in the topic cuases and prevention of heart diseases. The topics in the area in which they indicated none or little knowledge were 71.37% - causes and prevention of heart diseases, 67.94% - causes and treatment of cancer, 83.59% - rheumatoid diseases, 67.95% - diabetes and its control, and 75.58% - physical and emotional aspects of allergies. (See Appendix 6-N for rank order of topics in this area.)

In the area "Stimulants and Depressants" 77.48% of the students indicated considerable or great interest. The topics in this area in which they expressed the most interest were 82.44% - addicting narcotics and drugs, 82.06% - relations of tobacco to disease, 80.15% - social and medical aspects of alcohol, 74.80% - sleep-producing drugs and health, 83.20% - effects of coffee, tea, and cola on the body, 82.44% - tranquilizers and "pep" pills, and 73.29% - causes and prevention of addiction. The topics in which they indicated the least knowledge were 67.56% - tranquilizers and "pep" pills, 70.98% - causes and prevention of addiction, and 74.81% - community agencies for counseling and treatment. (See Appendix 6-O for rank order of topics in this area.)

In the area "Accidents and Safety" 72.52% of the students indicated considerable or great interest in the topic civil defense and survival. Sixty-six and forty-one hundredth percent of the students indicated that they had none or little knowledge concerning the topic incidence and significance of accidents. (See Appendix 6-P for rank order of topics in this area.)

In the area of "Community and International Health" 66.44% of the students indicated that they had none or little knowledge. The topics in which they felt that they had the least knowledge were 75.58% - voluntary health agencies, 80.15% - local government health agencies, 80.91% - state government health agencies, 83.21% - Federal government health agencies, 69.08% - major health problems in the United States, 76.34% - international health organizations, and 76.72% - international health problems. Sixty-nine and nine hundredth percent indicated considerable or great interest in the topic international health problems. (See Appendix 6-Q for rank order of topics in this area.)

In the area "Health Careers" 72.14% of the students indicated none or little knowledge. (See Appendix 6-R for rank order of topics in this area.)

Responses for estimated knowledge (none and little) and interests (considerable and great) ranked by area indicated some of the following findings and relationships. (See Appendix 7) The students indicated that they had the greatest knowledge and the greatest interest in the area of "Marriage and the Family". They indicated that they had the least knowledge in the area of "Health Careers" and the least interest.

Over sixty percent of the students indicated that they had none or little knowledge in the areas: "Health Careers", "Chronic and Degenerative Diseases", "Health on the College Campus", "Community and International Health", "Rest, Sleep and Relaxation", "Consumer Health" and "Stimulants and Depressants". Of these "Health Careers" was ranked 18th (last) in interest; "Community and International Health" was ranked 16th in interest, and "Health on the College Campus" was ranked 13th in interest. It is interesting to note that within other areas community health related topics were ranked low in knowledge and low in interest. In the area of "Mental Health" the topic community resources was ranked lowest in estimated knowledge and lowest in interest. In the area "Stimulants and Depressants" the topic community agencies for counseling and treatment was ranked lowest in estimated knowledge and lowest in interest.

Over seventy-five percent of the students indicated that they had considerable or great interest in the areas "Marriage and the Family", "Mental Health", "Rest, Sleep and Relaxation", "Stimulants and Depressants", "Heredity and Environment", and "Fitness". Both the areas "Marriage and the Family" and "Fitness" were ranked highest in estimated knowledge.

The twenty-five topics in which the students indicated the least estimated knowledge and the twenty-five topics in which the students indicated the most estimated knowledge were rank ordered.

Under least estimated knowledge eight topics (out of a possible 14) were from the area of "Community and International Health"; and four topics (out of a possible 8) were from the area of "Health on the College Campus".

Under the most estimated knowledge five topics (out of a possible 9) were from the area of "Marriage and the Family"; and four topics (out of a possible 7) were from the area of "Basic Health Concepts". (See Appendix 8)

Under most interest nine topics (out of a possible 9) were from the area "Marriage and the Family"; four topics (our of a possible 7) were from the area of "Mental Health"; and five topics (out of a possible 8) were from the area of "Stimulants and Depressants". (See Appendix 9)

Under least interest nine topics (out of a possible 14) were from the area of "Community and International Health"; three topics (out of a possible 3) were from the area "Careers in Health"; and six topics (out of a possible 10) were from the area of "Consumer Health". (See Appendix 9)

Topics in the areas of "Basic Health Concepts", "Health on the College Campus", "Mental Health", "Posture and Body Mechanics", "Consumer Health", "Stimulants and Depressants", and "Community and International Health" in which the students indicated the least knowledge tended to be the topics in which they indicated the least interest.

SUMMARY AND CONCLUSIONS

The check-list questionnaire utilized in this study was administered to 500 entering freshman women at the University of Maryland. Two hundred and sixty-two check-list questionnaires were completed and utilized for this study.

Results indicated that the group of students participating in this study estimated their knowledge greatest and their interest greatest in the area of "Marriage and the Family". The area of "Mental Health" ranked second to the area of "Marriage and the Family" in interest.

Students indicated least estimated knowledge and least interest in the area "Health Careers". The students indicated in their responses that they had little estimated knowledge in the areas of "Health on the College Campus", "Community and International Health", and "Consumer Health". In the preceding areas they also indicated little interest. With the principal exception of the areas of "Mental Health", "Heredity and Environment", and "Rest, Sleep and Relaxation", the students tended to have little interest in areas in which they had indicated less estimated knowledge. Thus, there appeared to be little relationship, considering all areas, between indicated lack of knowledge and increased interest.

The results indicate that in terms of knowledge that the areas of "Health Careers", "Chronic Diseases", "Health on the College Campus", "Community and International Health", "Rest, Sleep and Relaxation", "Consumer Health" and "Stimulants and Depressants" need more emphasis in the curriculum. It would also appear that there exists a need to motivate interest and positive attitudes related to the areas of "Health Careers", "Health on the College Campus", "Community and International Health", and "Consumer Health".

The lack of interest in various aspects of Community and group related health possibly indicates a need to personalize and involve students in this area.

IMPLICATIONS AND RECOMMENDATIONS

Results of this study can be used only as a partial guide in curriculum evaluation. It does, however, give us an indication of how students estimate their knowledge and interests in health areas and topics, and could possibly be a partial guide in utilizing present interests to motivate and to expand interests in other areas, particularly where needs, individual and group, exist.

Results indicated in this study have raised for the author many questions. Among these are some of the following. How are interests related to previous experiences and knowledge in health; as the high school health education curriculum? What are the differences between measured knowledge and what students estimate their knowledge to be? Are interests and to what degree are they influenced by editorial emphasis and coverage in current communications media? Has, for example, the present interest in Mental Health, Fitness, and Civil Defense been influenced by public communication media? How closely do the students estimations of knowledge and interests correspond to current health problems and their direct or indirect personal involvement in these problems? How do student interests, or the indicated lack of it, in community and group health reflect the social and group concepts and acceptance of responsibility in our society; and what are the implications in a democratic society? From, this author's point of view, this study has no conclusive answers, but opens many questions that must be answered if we in health education are to make our curriculum effective and meaningful.

APPENDIX 1

HEALTH OBJECTIVES
NON-PROFESSIONAL REQUIRED
HEALTH EDUCATION PROGRAM
UNIVERSITY OF MARYLAND

The objectivos of our health courses are:

1. To equip the student with basic and meaningful knowledge concerning modern concepts of health, physical, mental, social, emotional and spiritual, as it applies to the individual and to the community.

2. To guide the student in developing functional action attitudes, practices and skills derived from and based on scientific fact.

3. To enable the student to objectively evaluate and appraise his own health needs, physically, mentally, socially, emotionally and spiritually.

4. To encourage the student to develop positive health habits that will enhance his own living.

5. To provide the student with the specific intellectual tools for seeking out and evaluating sources of health information and health services with discrimination and accuracy.

6. To enable the student to appreciate the vast scope of health as it relates to the community and to see his place and responsibility in this picture.

APPENDIX 2

STUDENT SELF-APPRAISAL INVENTORY OF INTERESTS AND ESTIMATED KNOWLEDGE IN MAJOR HEALTH EDUCATION AREAS

Josephine Gaines
University of Maryland

Purpose. The purpose of this check-list is to appraise your degree of interest and previous knowledge in various health education areas. The results of this questionnaire will not be used for grading purposes. However, it will assist the instructor in selecting the areas for study during the course.

Directions. Read each item carefully. There are no right and no wrong answers. Answer each item as honestly as you can. Put an X in the square which represents your background of knowledge in the knowledge column following each item, and put an X in the square which represents your degree of interest in the interest column following each item (see example). Be sure to answer each item.

Terminology

Under Knowledge

None-you have no knowledge at all about the particular topic.
Little-you know what it is, but your knowledge is very limited and you feel you could know much more about the topic.
Some-you know something about the topic, but would find it helpful to have more information on this topic.
Adequate-you feel that your knowledge on this topic is extensive enough to meet your present health education needs.

Under Interest

None-you have no interest at all in this topic.
Little-you have a limited amount of interest in this topic, and would probably prefer studying another topic.
Considerable-you have considerable interest in this topic and would like to learn more about the subject.
Great-you have a great deal of interest and curiosity about this topic and would like to explore the subject thoroughly.

Example

	KNOWLEDGE				INTEREST			
	None	Little	Some	Adequate	None	Little	Considerable	Great
B. NUTRITION AND DIET.								
1. Basic-seven foods.	x						x	

(The answer in this example would indicate that the individual had no knowledge and considerable interest concerning the basic-seven foods.)

	KNOWLEDGE				INTEREST			
	None	Little	Some	Great	None	Little	Considerable	Great
A. BASIC HEALTH CONCEPTS								
1. Interpreting and defining health								
2. Health and effective living								
3. Factors invluencing health								
4. Individual health needs								
5. Characteristics of the healthy individual								
6. Health and life activities								
7. Health in contemporary society								
B. HEALTH ON THE COLLEGE CAMPUS								
8 1. Campus health resources								
9 2. Components of a healthful college environment								
10 3. Medical health services								
11 4. Counseling and guidance services								
12 5. College health education								
13 6. Campus health-and-safety committees								
14 7. Physical education and recreational opportunities on campus								
15 8. Off-campus health resources								
C. MENTAL HEALTH								
16 1. Personal and social adjustment								
17 2. Common emotional problems								
18 3. Types of emotional disorders								
19 4. Relation of emotions to illness								
20 5. Causes, prevention, and treatment of mental illness								
21 6. Principles of maintaining mental health for the individual								
22 7. Community resources								
D. MARRIAGE AND THE FAMILY								
23 1. Dating and courtship								
24 2. Choosing a mate								
25 3. Premarital health examinations								
26 4. Marriage adjustment								
27 5. Biology of reproduction								
28 6. Planning a family								
29 7. Pregnancy and childbirth								
30 8. Disease and pregnancy								
31 9. Parent-child relationships								

	KNOWLEDGE				INTEREST			
	NONE	LITTLE	SOME	ADEQUATE	NONE	LITTLE	CONSIDERABLE	GREAT
E. HEREDITY AND THE ENVIRONMENT	///	///	///	///	///	///	///	///
32 1. Laws of heredity.								
33 2. Inherited abnormalities and diseases.								
34 3. Role of the environment in growth and development								
35 4. Heredity and planning a family.								
36 5. Sex determination and sex-linked characteristics								
37 6. Genetic effects of radiation.								
F. CARE OF SKIN, TEETH, EYES, AND EARS.	///	///	///	///	///	///	///	///
38 1. Functions of the skin								
39 2. Abnormalities and disorders of the skin.								
40 3. Types and care of burns								
41 4. Care of the teeth								
42 5. How one sees and hears.								
43 6. Care of the eyes.								
44 7. Testing of vision								
45 8. Testing of hearing.								
46 9. Correction of sight and hearing impairments								
G. FITNESS.	///	///	///	///	///	///	///	///
47 1. Total fitness of the individual (emotional, social, physical)								
48 2. Physical fitness.								
49 3. Exercise and health								
H. POSTURE AND BODY MECHANICS	///	///	///	///	///	///	///	///
50 1. Attaining effective posture								
51 2. Kinesthetic principles of movement.								
52 3. Posture and emotions.								
53 4. Posture and body efficiency								
54 5. Posture defects								
I. RECREATION AND HEALTH.	///	///	///	///	///	///	///	///
55 1. Relation to mental and social health.								
56 2. Relation to physical health								
57 3. Balance of life activities.								
J. REST, SLEEP, RELAXATION.	///	///	///	///	///	///	///	///
58 1. Factors effecting the quality of sleep								
59 2. Physiology of sleep								
60 3. Types and causes of fatigue								
61 4. Rest and relaxation								

	KNOWLEDGE				INTEREST			
	None	Little	Some	Adequate	None	Little	Considerable	Great
K. NUTRITION AND DIET								
62. Essential nutrients								
62. Functions of food in the body								
64. Planning a healthful diet								
65. Food fads and fallacies								
66. Overweight and underweight								
67. Physiological aspects of digestion								
68. Food deficiency diseases								
L. CONSUMER HEALTH								
69. Fraudulent practices and quackery								
70. Legal protection for the consumer								
71. Organizations and agencies protecting the consumer								
72. Criteria for selecting health products								
73. Qualifications and licensure of health personnel								
74. Criteria in selecting health services								
75. Health and accident insurance policies								
76. Evaluating health information								
77. Dangers of self-diagnosis and treatment								
78. Health services available to the consumer								
M. COMMUNICABLE DISEASES								
79. Principles of disease prevention and control								
80. Methods of disease prevention and control								
81. Disease-causing organisms								
82. Modes of transmission								
83. Susceptibility and resistance								
84. Immunity and immunization								
85. Prevalent communicable diseases (as influenza, tuberculosis, mononucleosis, etc.)								
86. Social and medical aspects of venereal diseases								
N. CHRONIC AND DEGENERATIVE DISEASES								
87. Causes and prevention of the heart diseases								
88. Causes and treatment of cancer								
89. Rheumatoid diseases								
90. Diabetes and its control								
91. Physical and emotional aspects of allergies								
92. Health problems of old age								
93. Rehabilitation of the handicapped and disabled								

	KNOWLEDGE				INTEREST			
	NONE	LITTLE	SOME	ADEQUATE	NONE	LITTLE	CONSIDERABLE	GREAT
O. STIMULANTS AND DEPRESSANTS	///	///	///	///	/	/	///	///
94. Addicting narcotics and drugs								
95. Relations of tobacco to disease								
96. Social and medical aspects of alcohol								
97. Sleep-producing drugs and health								
98. Effects of coffee, tea, and cola on the body								
99. Tranquilizers and "pep" pills								
100. Causes and prevention of addiction								
101. Community agencies for counseling and treatment								
P. ACCIDENTS AND SAFETY	///	///	///	//	//	//	///	//
102. Incidence and significance of accidents								
103. Causes and prevention of accidents								
104. Home accidents and safety								
105. Industrial accidents and safety								
106. Traffic accidents and safety								
107. Civil defense and survival								
108. Safety in recreation and sports								
Q. COMMUNITY AND INTERNATIONAL HEALTH	///	///	///	//	//	//	///	//
109. Sanitation and health								
110. Housing conditions and health								
111. Water purification and flouridation								
112. Rodent and insect control								
113. Ventilation, heating, and lighting								
114. Food-control health measures								
115. Voluntary health agencies								
116. Professional health organizations								
117. Local government health agencies								
118. State government health agencies								
119. Federal government health agencies								
120. Major health problems in the United States								
121. International health organizations								
122. International health problems								
R. HEALTH CAREERS	///	///	///	//	//	//	///	//
123. Types of health careers								
124. Current opportunities								
125. Professional preparation								

Key:

ESTIMATED KNOWLEDGE
- N - None
- L - Little
- S - Some
- A - Adequate

INTEREST
- N - None
- L - Little
- C - Considerable
- G - Great

APPENDIX 3

PERCENTAGES
(Each Questionnaire Item)

	ESTIMATED KNOWLEDGE				INTEREST			
	N	L	S	A	N	L	C	G
A. BASIC HEALTH CONCEPTS								
1.	5.73	46.95	35.11	12.21	7.63	33.59	53.44	5.34
2.	4.58	28.63	53.05	13.74	4.2	20.61	*61.45	13.74
3.	4.96	21.76	*53.05	20.23	2.66	19.47	*58.40	19.47
4.	5.73	21.37	45.04	27.86	4.58	20.61	46.56	28.25
5.	5.34	24.43	47.33	22.90	4.96	25.19	*50.38	19.47
6.	11.07	38.93	36.26	13.74	4.58	32.06	43.13	20.23
7.	18.70	43.89	28.25	9.16	9.54	33.97	38.17	18.32
B. HEALTH ON THE COLLEGE CAMPUS								
8.	28.63	43.13	20.99	7.25	4.96	32.08	48.46	14.50
9.	20.99	44.66	24.43	9.92	3.05	28.25	46.56	22.14
10.	19.85	39.69	30.15	10.31	4.58	35.50	47.33	12.59
11.	25.95	46.56	21.76	5.73	4.2	27.48	44.27	24.05
12.	33.21	46.18	18.7	1.91	7.25	39.69	41.98	11.08
13.	46.56	33.97	17.18	2.29	13.74	40.84	35.11	10.31
14.	20.99	37.79	35.11	6.11	7.25	28.24	40.85	23.66
15.	32.06	33.21	24.43	10.30	9.54	35.88	36.26	18.32
C. MENTAL HEALTH								
16.	11.07	29.39	40.07	19.47	4.58	11.84	37.4	46.18
17.	11.07	25.19	47.33	16.41	3.82	10.69	30.15	*55.34
18.	8.4	37.02	42.75	11.83	3.44	8.4	35.11	*53.05
19.	15.27	33.97	38.93	11.83	3.82	12.98	36.25	46.95
20.	14.5	39.69	35.12	10.69	7.63	14.5	29.39	48.47
21.	18.70	44.66	27.1	9.54	3.43	12.98	36.64	46.95
22.	28.25	46.95	18.32	6.48	5.34	31.68	37.02	25.95
D. MARRIAGE AND THE FAMILY								
23.	6.87	11.45	39.31	42.37	3.05	11.45	34.35	*51.15
24.	5.73	16.79	48.47	29.01	1.53	10.31	28.63	*59.53
25.	12.59	36.64	34.35	16.42	1.53	9.92	35.50	*53.05
26.	14.5	33.97	39.31	12.21	2.67	6.87	29.01	*61.45
27.	7.25	16.79	38.56	37.40	1.91	11.83	30.92	*55.34
28.	10.31	25.19	40.84	23.66	3.05	11.45	31.30	*54.20
29.	6.87	20.23	51.15	21.75	1.15	9.92	40.46	48.47
30.	14.12	40.08	34.73	11.07	1.91	8.78	30.15	*59.16
31.	8.02	37.78	38.93	15.27	.76	10.31	29.01	*59.92
E. HEREDITY AND THE ENVIRONMENT								
32.	9.16	30.92	45.80	14.12	2.67	19.08	*51.53	26.72
33.	9.16	36.64	41.22	12.98	1.53	17.18	42.37	38.92
34.	4.58	25.57	46.56	23.29	3.83	22.9	45.42	27.86
35.	8.78	36.26	44.27	10.69	3.06	16.79	43.13	37.02
36.	12.98	37.4	34.73	14.89	2.29	20.61	43.89	33.21
37.	*43.13	32.06	17.56	7.25	6.87	19.08	35.88	38.17

Key:

ESTIMATED KNOWLEDGE
- N - None
- L - Little
- S - Some
- A - Adequate

INTEREST
- N - None
- L - Little
- C - Considerable
- G - Great

APPENDIX 3

PERCENTAGES
(Each Questionnaire Item)

	ESTIMATED KNOWLEDGE				INTEREST			
	N	L	S	A	N	L	C	G
F. CARE OF SKIN, TEETH, EARS AND EYES								
38.	6.11	38.55	37.02	18.32	6.87	32.06	38.17	22.9
39.	7.63	42.75	40.84	8.78	4.96	24.43	41.98	28.63
40.	12.65	42.75	32.06	12.59	4.2	32.44	44.66	18.7
41.	.76	17.56	41.99	39.69	12.21	33.21	38.17	16.41
42.	5.34	24.43	45.42	24.81	11.45	27.48	38.93	22.14
43.	8.78	20.23	45.04	25.95	10.69	26.34	39.31	23.66
44.	9.54	31.68	35.88	22.9	11.83	35.5	35.88	16.79
45.	11.07	38.17	31.3	19.46	9.92	33.97	35.88	20.23
46.	12.6	34.73	35.11	17.56	7.63	30.15	34.74	27.48
G. FITNESS								
47.	5.34	39.31	44.66	10.69	3.44	16.02	42.75	37.79
48.	4.2	33.21	48.47	14.12	5.34	21.76	44.27	28.63
49.	1.91	31.68	48.09	18.32	3.82	22.14	44.66	29.38
H. POSTURE AND BODY MECHANICS								
50.	6.49	26.72	47.33	19.46	4.96	16.41	38.17	40.46
51.	41.98	36.64	16.42	4.96	9.16	32.82	35.12	22.9
52.	22.52	42.37	25.95	9.16	4.96	22.52	45.42	27.1
53.	16.41	37.40	34.36	11.83	6.11	27.48	43.51	22.9
54.	11.45	42.75	32.44	13.36	6.11	27.86	38.17	27.86
I. RECREATION AND HEALTH								
55.	15.27	44.66	30.53	9.54	5.73	26.72	45.41	22.14
56.	12.21	39.69	35.89	12.21	6.49	30.92	48.85	13.74
57.	15.27	45.8	31.3	7.63	7.63	27.86	43.89	20.62
J. REST, SLEEP AND RELAXATION								
58.	16.41	44.28	28.24	11.07	2.67	18.70	36.26	42.37
59.	35.88	41.22	19.85	3.05	2.67	17.18	37.4	42.75
60.	19.47	48.09	25.95	6.49	3.05	17.56	43.13	36.26
61.	10.31	43.12	35.88	10.69	4.58	17.56	41.22	36.64
K. NUTRITION AND DIET								
62.	6.87	30.92	40.84	21.37	8.4	34.73	41.22	15.65
63.	5.34	29.78	41.60	23.28	11.45	38.17	40.07	10.31
64.	4.58	26.72	41.98	26.7	10.31	27.48	40.46	21.75
65.	9.16	36.64	35.88	18.32	9.16	33.97	40.08	16.79
66.	3.82	32.06	41.98	22.14	7.25	22.9	32.83	37.02
67.	20.99	35.11	30.54	13.36	20.99	27.49	34.35	17.17
68.	14.12	40.84	31.68	13.36	12.6	28.62	36.64	22.14
L. CONSUMER HEALTH								
69.	22.14	30.53	33.59	13.74	7.25	25.96	36.64	30.15
70.	19.85	36.64	32.82	10.69	9.92	29.39	39.32	21.37
71.	20.61	37.79	30.91	10.69	16.03	34.73	33.21	16.03
72.	27.1	45.42	22.14	5.34	9.92	39.31	38.93	11.84

Key:

ESTIMATED KNOWLEDGE
- N - None
- L - Little
- S - Some
- A - Adequate

INTEREST
- N - None
- L - Little
- C - Considerable
- G - Great

APPENDIX 3

PERCENTAGES
(Each Questionnaire Item)

	ESTIMATED KNOWLEDGE				INTEREST			
	N	L	S	A	N	L	C	G
L. CONSUMER HEALTH - (Con't.)								
73.	34.73	43.51	19.08	2.68	14.12	40.84	36.26	8.78
74.	30.92	43.51	21.37	4.2	16.41	39.31	32.44	11.84
75.	20.23	42.75	29.39	7.63	13.36	36.64	35.88	14.12
76.	20.99	44.66	27.86	6.49	11.83	34.35	40.46	13.36
77.	17.94	35.5	34.35	12.21	8.01	25.57	44.66	21.76
78.	19.47	40.07	31.30	9.16	8.4	30.92	43.89	16.79
M. COMMUNICABLE DISEASES								
79.	11.07	38.55	39.31	11.07	4.96	24.05	47.71	23.28
80.	11.45	37.4	40.84	10.31	6.11	20.61	45.04	28.24
81.	16.41	38.93	39.32	5.34	3.82	22.9	46.94	26.34-
82.	15.65	42.36	33.21	8.78	6.87	24.04	42.75	26.34
83.	12.6	38.54	40.08	8.78	3.82	19.84	*50.	26.34
84.	8.02	41.22	39.69	11.07	[illegible]3.05	26.72	46.18	24.05
85.	11.83	44.28	34.35	9.54	[illegible].05	21.76	45.04	30.15
86.	18.70	41.22	30.15	9.92	[illegible].67	17.56	48.09	31.68
N. CHRONIC AND DEGENERATIVE DISEASES								
87.	20.99	*50.38	25.96	2.67	3.05	16.03	39.69	41.23
88.	20.99	46.95	28.24	3.82	1.91	9.54	36.64	*51.91
89.	36.26	47.33	14.88	1.53	6.11	24.04	38.17	31.68
90.	18.70	49.25	23.66	8.39	5.34	24.81	36.26	33.59
91.	27.86	47.72	19.08	5.34	6.87	22.9	34.73	35.5
92.	22.14	41.22	30.92	5.72	8.78	28.63	35.12	27.47
93.	18.70	45.04	29.77	6.49	6.11	22.9	33.59	37.4
O. STIMULANTS AND DEPRESSANTS								
94.	10.69	44.66	32.44	12.21	2.29	15.27	37.78	44.66
95.	9.16	48.09	32.83	9.92	3.05	14.89	41.98	40.08
96.	6.11	41.98	40.08	11.83	4.58	15.27	41.22	38.93
97.	14.89	46.18	28.24	10.69	5.73	19.47	39.69	35.11
98.	12.98	46.56	29.77	10.69	3.82	12.98	43.51	39.69
99.	19.47	48.09	25.95	6.49	3.44	14.12	44.27	38.17
100.	17.92	53.06	22.14	6.88	3.82	22.9	37.79	35.5
101.	29.01	45.8	19.85	5.34	8.78	29.77	35.88	25.57
P. ACCIDENTS AND SAFETY								
102.	18.32	48.09	26.34	7.25	8.78	38.93	37.4	14.89
103.	6.49	35.11	41.99	16.41	9.16	32.44	44.66	13.74
104.	4.96	32.06	42.75	20.23	11.45	28.62	42.75	17.18
105.	11.83	42.37	32.06	13.74	16.79	43.13	29.39	10.69
106.	9.16	32.44	38.17	20.23	12.59	30.15	35.5	21.76
107.	11.83	45.8	31.68	10.69	6.87	20.61	38.17	34.35
108.	5.73	36.64	41.6	16.03	11.07	30.53	34.35	24.05

Key:

ESTIMATED KNOWLEDGE
- N - None
- L - Little
- S - Some
- A - Adequate

INTEREST
- N - None
- L - Little
- C - Considerable
- G - Great

APPENDIX 3

PERCENTAGES
(Each Questionnaire Item)

	ESTIMATED KNOWLEDGE				INTEREST			
	N	L	S	A	N	L	C	G
Q. COMMUNITY AND INTERNATIONAL HEALTH								
109.	6.11	34.35	45.42	14.12	6.11	31.3	44.27	18.32
110.	6.87	34.73	43.80	14.00	9.54	27.86	41.22	21.38
111.	11.45	38.93	38.17	11.45	9.16	35.87	37.41	17.56
112.	15.27	43.89	32.82	8.02	11.07	42.75	35.11	11.07
113.	11.45	42.75	32.82	12.98	8.78	42.37	37.4	11.45
114.	16.79	45.42	29.77	8.02	11.46	35.11	41.22	12.21
115.	22.14	53.44	20.60	3,82	9.54	49.24	29.39	11.83
116.	30.53	49.62	15.65	4.2	11.83	48.86	30.53	8.78
117.	29.39	50.76	17.94	1.91	14.50	49.24	28.24	8.02
118.	30.15	50.76	15.27	3.82	11.83	51.53	29.01	7.63
119.	27.1	56.11	14.88	1.91	10.31	49.24	32.43	8.02
120.	14.5	54.58	29.39	1.53	9.16	24.81	43.89	22.14
121.	26.72	49.62	19.84	3.82	6.87	41.22	36.64	15.27
122.	18.7	*58.02	19.84	3.44	4.58	26.33	47.33	21.76
R. HEALTH CAREERS								
123.	19.85	47.33	26.33	6.49	16.79	34.74	32.44	16.03
124.	24.04	49.62	22.52	3.82	18.32	32.06	35.5	14.12
125.	26.72	48.86	19.08	5.34	22.52	33.21	28.24	16.03

Key:
ESTIMATED KNOWLEDGE
N&L - None and Little
S&A - Some and Adequate
INTEREST
N&L - None and Little
C&G - Considerable and Great

APPENDIX 4

COMBINED PERCENTAGES
ESTIMATED KNOWLEDGE - INTEREST
(Each Questionnaire Item)

	ESTIMATED KNOWLEDGE		INTEREST	
	N & L	S & A	N & L	C & G
A. BASIC HEALTH CONCEPTS				
1.	52.68	47.32	41.22	58.78
2.	33.21	66.79	24.81	*75.19
3.	26.72	*73.28	22.13	*77.87
4.	27.10	*72.90	25.19	*74.81
5.	29.77	*70.23	30.15	*69.85
6.	50.00	50.00	36.64	63.36
7.	62.59	37.41	43.51	56.49
B. HEALTH ON THE COLLEGE CAMPUS				
8.	*71.76	28.24	37.04	62.96
9.	65.65	34.35	31.30	*68.70
10.	59.54	40.46	40.08	59.92
11.	*72.51	27.49	31.68	*68.32
12.	*79.39	20.61	46.94	53.06
13.	*80.53	19.47	54.58	45.42
14.	58.78	41.22	35.49	64.51
15.	65.27	34.73	45.42	54.58
C. MENTAL HEALTH				
16.	40.46	59.54	16.42	*83.58
17.	36.26	63.74	14.51	*85.49
18.	45.42	54.58	11.84	*88.16
19.	49.24	50.76	16.80	*83.20
20.	54.19	45.81	22.13	*77.86
21.	63.36	36.64	16.41	*83.59
22.	75.20	24.80	37.02	62.98
D. MARRIAGE AND THE FAMILY				
23.	18.32	81.68	14.50	*85.50
24.	22.52	77.48	11.84	*88.16
25.	49.23	50.77	11.45	*88.55
26.	48.47	51.52	9.54	*90.46
27.	24.04	75.96	13.74	*86.26
28.	35.50	64.50	14.50	*85.50
29.	27.10	72.90	11.07	*88.93
30.	54.20	45.80	10.69	*89.31
31.	45.80	54.20	11.07	*88.93
E. HEREDITY AND THE ENVIRONMENT				
32.	40.08	59.92	21.75	*78.25
33.	45.80	54.20	18.71	*81.29
34.	30.15	*69.85	25.92	*72.28
35.	45.04	54.96	19.85	*80.15
36.	50.38	49.62	22.90	*77.10
37.	*75.19	24.81	25.95	*74.05

Key:
ESTIMATED KNOWLEDGE
N&L - None and Little
S&A - Some and Adequate
INTEREST
N&L - None and Little
C&G - Considerable and Great

APPENDIX 4

COMBINED PERCENTAGES
ESTIMATED KNOWLEDGE - INTEREST
Each Questionnaire Item)

	ESTIMATED KNOWLEDGE		INTEREST	
	N & L	S & A	N & L	C & G
F. CARE OF SKIN, TEETH, EYES AND EARS				
38.	44.66	55.34	38.93	61.07
39.	50.38	49.62	29.39	*70.61
40.	55.35	44.65	36.64	63.36
41.	18.32	*81.68	45.42	54.58
42.	29.77	*70.23	38.93	61.07
43.	29.01	*70.99	37.03	62.97
44.	41.22	58.78	47.33	52.67
45.	49.24	50.76	43.89	56.11
46.	47.33	52.67	37.78	62.22
G. FITNESS				
47.	44.65	55.35	19.46	*80.54
48.	37.41	62.59	27.10	*72.90
49.	33.59	*66.41	25.96	*74.04
H. POSTURE AND BODY MECHANICS				
50.	33.21	*66.79	21.37	*78.63
51.	*78.62	21.38	41.98	58.02
52.	*64.89	35.11	27.45	*72.52
53.	53.81	46.19	33.59	*66.41
54.	54.20	45.80	33.97	*66.03
I. RECREATION AND HEALTH				
55.	59.93	40.07	32.35	*67.55
56.	51.90	48.10	37.41	62.59
57.	61.07	38.93	35.49	64.51
J. REST, SLEEP AND RELAXATION				
58.	60.69	39.31	21.37	*78.63
59.	*77.10	22.90	19.85	*80.15
60.	*67.56	32.44	20.61	*79.39
61.	53.43	46.57	22.14	*77.87
K. NUTRITION AND DIET				
62.	37.79	62.21	43.13	56.87
63.	35.12	64.88	49.62	50.32
64.	31.30	68.70	37.79	62.21
65.	45.80	54.20	43.13	56.87
66.	35.88	64.12	30.15	*69.85
67.	56.10	43.90	48.48	51.52
68.	54.96	45.04	41.22	57.78
L. CONSUMER HEALTH				
69.	52.67	47.33	33.21	*66.79
70.	56.49	43.51	39.31	60.69
71.	58.40	41.60	50.76	49.24
72.	*72.52	27.48	49.23	50.77

Key:
ESTIMATED KNOWLEDGE
N&L - None and Little
S&A - Some and Adequate
INTEREST
N&L - None and Little
C&G - Considerable and Great

APPENDIX 4

COMBINED PERCENTAGES
ESTIMATED KNOWLEDGE - INTEREST
(Each Questionnaire Item)

	ESTIMATED KNOWLEDGE		INTEREST	
	N & L	S & A	N & L	C & G
L. CONSUMER HEALTH (Cont.)				
73.	*78.24	21.76	54.96	45.04
74.	*74.43	25.57	55.72	44.28
75.	62.98	37.02	50.00	50.00
76.	*65.65	34.35	46.18	53.82
77.	53.44	46.56	33.58	*66.42
78.	59.54	40.46	39.32	60.68
M. COMMUNICABLE DISEASES				
79.	49.62	50.38	29.01	*70.99
80.	40.85	59.15	26.72	*73.28
81.	55.34	44.66	26.72	*73.28
82.	55.01	41.99	30.91	*69.09
83.	51.14	48.86	23.66	*76.34
84.	49.21	50.76	29.77	*70.23
85.	56.11	43.89	24.81	*75.19
86.	59.92	40.08	20.23	*79.77
N.. CHRONIC AND DEGENERATIVE DISEASES				
87.	*71.37	28.63	19.08	*80.92
88.	*67.94	32.06	11.45	*88.55
89.	*83.59	16.11	30.15	*69.85
90.	*67.95	32.05	30.15	*69.85
91.	*75.58	24.42	29.77	*70.23
92.	63.36	36.64	37.41	62.59
93.	63.74	36.26	29.01	*70.99
O. STIMULANTS AND DEPRESSANTS				
94.	55.35	44.65	17.56	*82.44
95.	57.25	46.75	17.94	*82.06
96.	48.09	51.91	19.85	*80.15
97.	61.07	38.93	25.20	*74.80
98.	59.54	40.46	16.80	*83.20
99.	*67.56	32.44	17.56	*82.44
100.	*70;98	29.02	26.71	*73.29
101.	*74.81	25.19	38.55	61.45
P. ACCIDENTS AND SAFETY				
102.	*66.41	33.59	47.71	52.29
103.	41.60	58.40	41.60	58.40
104.	37.02	62.98	40.07	59.93

Key:
ESTIMATED KNOWLEDGE
N&L - None and Little
S&A - Some and Adequate
INTEREST
N&L - None and Little
C&G - Considerable and Great

APPENDIX 4

COMBINED PERCENTAGES
ESTIMATED KNOWLEDGE - INTEREST
(Each Questionnaire Item)

	ESTIMATED KNOWLEDGE		INTEREST	
	N & L	S & A	N & L	C & G
P. ACCIDENTS AND SAFETY (Cont.)				
105.	54.20	45.80	59.92	40.08
106.	41.60	58.40	42.74	57.26
107.	57.63	42.37	27.48	*72.52
108.	42.37	57.63	41.60	58.40
Q. COMMUNITY AND INTERNATIONAL HEALTH				
109.	40.46	59.54	37.41	62.59
110.	41.60	58.40	37.40	62.60
111.	50.38	49.62	45.03	54.97
112.	59.16	40.84	53.82	46.18
113.	54.20	45.80	51.15	48.85
114.	62.21	37.79	46.57	53.43
115.	*75.58	24.42	58.78	41.22
116.	*80.15	19.85	60.69	39.31
117.	*80.15	19.85	63.74	36.26
118.	*80.91	19.09	63.36	36.64
119.	*33.21	14.89	59.55	40.45
120.	*69.08	30.92	33.97	66.03
121.	*76.34	23.66	48.09	51.91
122.	*76.72	23.28	30.91	*69.09
R. HEALTH CAREERS				
123.	*67.18	32.82	51.53	48.47
124.	*73.66	26.34	50.38	49.62
125.	*75.58	24.42	55.73	44.27

APPENDIX 5

MAJOR SUBJECT AREAS
PERCENT TOTALS

	ESTIMATED KNOWLEDGE				INTEREST			
	NONE	LITTLE	SOME	ADE-QUATE	NONE	LITTLE	CONSID-ERABLE	GREAT
A. BASIC HEALTH CONCEPTS	8.02%	32.28%	42.58%	17.12%	5.45%	26.5%	50.22%	17.83%
	40.30%		59.70%		31.49%		*68.15%	
B. HEALTH ON THE COLLEGE CAMPUS	28.53%	40.65%	24.09%	6.73%	6.82%	33.5%	42.60%	17.08%
	*69.18%		30.82%		40.32%		59.68%	
C. MENTAL HEALTH	15.32%	36.71%	35.66%	12.31%	4.58%	14.72%	34.57%	46.13%
	52.03%		47.97%		19.30%		*80.70%	
D. MARRIAGE AND THE FAMILY	9.58%	26.55%	40.63%	23.24%	1.95%	10.09%	32.15%	55.81%
	36.13%		*63.87%		12.04%		*87.96%	
E. HEREDITY AND THE ENVIRONMENT	14.63%	33.14%	38.36%	13.87%	3.37%	19.28%	43.70%	33.65%
	47.77%		52.23%		22.65%		*77.35%	

APPENDIX 6

MAJOR SUBJECT AREAS
PERCENT TOTALS

	ESTIMATED KNOWLEDGE				INTEREST			
	NONE	LITTLE	SOME	ADE-QUATE	NONE	LITTLE	CONSID-ERABLE	GREAT
F. CARE OF SKIN, TEETH, EYES AND EARS	8.27%	32.32%	38.29%	21.12%	8.86%	30.62%	38.64%	21.88%
	40.59%		59.41%		39.48%		60.52%	
G. FITNESS	3.82%	34.73%	47.07%	14.38%	4.2%	19.98%	43.89%	31.93%
	38.55%		61.45%		24.18%		*75.82%	
H. POSTURE AND BODY MECHANICS	19.77%	37.18%	31.30%	11.75%	6.26%	25.42%	40.08%	28.24%
	56.95%		43.05%		31.68%		*68.32%	
I. RECREATION AND HEALTH	14.25%	43.38%	32.58%	9.79%	6.62%	28.5%	46.05%	18.83%
	57.63%		42.37%		35.12%		64.88%	
J. REST, SLEEP AND RELAXATION	20.52%	44.18%	27.48%	7.82%	3.24%	17.75%	39.5%	39.51%
	*64.70%		35.30%		20.99%		*79.01%	

APPENDIX 7

MAJOR SUBJECT AREAS
PERCENT TOTALS

	ESTIMATED KNOWLEDGE					INTEREST				
	NONE	LITTLE	SOME	ADE-QUATE		NONE	LITTLE	CONSID-ERABLE	GREAT	
K. NUTRITION AND DIET	9.27%	33.15%	37.79%	19.79%		11.45%	30.48%	37.95%	20.12%	
		42.42%		57.58%			41.93%		48.07%	
L. CONSUMER HEALTH	23.4%	40.04%	28.28%	8.28%		11.53%	33.70%	38.17%	16.60%	
		*63.44%		36.56%			45.23%		54.77%	
M. COMMUNICABLE DISEASES	13.22%	41.31%	37.12%	9.35%		4.29%	22.19%	46.47%	27.05%	
		54.53%		46.47%			26.48%		*73.52%	
N. CHRONIC AND DEGENERATIVE DISEASES	23.66%	46.84%	24.64%	4.86%		5.45%	21.26%	36.32%	36.97%	
		*70.50%		29.50%			26.71%		*73.29%	
O. STIMULANTS AND DEPRESSANTS	15.03%	46.80%	28.91%	9.26%		4.44%	18.08%	40.27%	37.21%	
		61.83%		38.17%			22.52%		*77.48%	

APPENDIX 8

MAJOR SUBJECT AREAS
PERCENT TOTALS

	ESTIMATED KNOWLEDGE				INTEREST			
	NONE	LITTLE	SOME	ADE-QUATE	NONE	LITTLE	CONSID-ERABLE	GREAT
P. ACCIDENTS AND SAFETY	9.76%	38.93%	36.37%	14.94%	10.96%	32.06%	37.46%	19.52%
	48.69%		51.31%		43.02%		56.98%	
Q. COMMUNITY AND INTERNATIONAL HEALTH	19.08%	37.36%	26.88%	6.68%	9.62%	39.69%	36.73%	13.96%
	*66.44%		33.56%		49.31%		50.69%	
R. HEALTH CAREERS	23.54%	48.60%	22.64%	5.22%	19.21%	33.34%	32.06%	15.39%
	*72.14%		27.86%		52.55%		47.45%	

Appendix ~~F~~ 6

ESTIMATED KNOWLEDGE
(None & Little)
RANK ORDER OF TOPICS
WITHIN EACH AREA

A. BASIC HEALTH CONCEPTS

1. Health in contemporary society
2. Interpreting & defining health
3. Health & life activities
4. Health & effective living
5. Characteristics of the healthy individual
6. Individual health needs
7. Factors influencing health

B. HEALTH ON THE COLLEGE CAMPUS

1. Campus health & safety committees
2. College health education
3. Counseling & guidance services
4. Campus health resources
5. Components of a healthful college environment
6. Off-campus health resources
7. Medical health services
8. Physical education & recreational opportunities on campus

C. MENTAL HEALTH

1. Community resources
2. Principles of maintaining mental health for the individual
3. Causes, prevention & treatment of mental illness
4. Relations of emotions to illness
5. Types of emotional disorders
6. Personal & social adjustment
7. Common emotional problems

INTEREST
(Considerable & Great)
RANK ORDER OF TOPICS
WITHIN EACH AREA

A. BASIC HEALTH CONCEPTS

1. Factors influencing health
2. Health & effective living
3. Individual health needs
4. Characteristics of the healthy individual
5. Health & life activities
6. Interpreting & defining health
7. Health in contemporary society

B. HEALTH ON THE COLLEGE CAMPUS

1. Components of a healthful college environment
2. Counseling & guidance services
3. Physical education & recreation opportunities on camp
4. Campus health resources
5. Medical health services
6. Off-campus health resources
7. College health education
8. Campus health & safety committees

C. MENTAL HEALTH

1. Types of emotional disorders
2. Common emotional problems
3. Principles of maintaining mental health for the individual
4. Personal & social adjustment
5. Relations of emotions to illnes
6. Causes, prevention & treatment of mental illness
7. Community resources

D. MARRIAGE & THE FAMILY

1. Premarital health examinations
2. Marriage adjustment
3. Parent-child relations
4. Disease & pregnancy
5. Planning a family
6. Pregnancy & childbirth
7. Biology of reproduction
8. Choosing a mate
9. Dating & courtship

D. MARRIAGE & THE FAMILY

1. Marriage adjustment
2. Disease & pregnancy
3. Pregnancy & childbirth
4. Parent-child relations
5. Premarital health examinations
6. Choosing a mate
7. Biology of reproduction
8. Planning a family
9. Dating & courtship

E. HEREDITY & THE ENVIRONMENT

1. Genetic effects of radiation
2. Sex determination & sex-linked characteristics
3. Inherited abnormalities & diseases
4. Laws of heredity
5. Heredity & planning a family
6. Role of environment in growth & development

E. HEREDITY & THE ENVIRONMENT

1. Inherited abnormalities & diseases
2. Heredity & planning a family
3. Laws of heredity
4. Sex determination & sex-linked characteristics
5. Genetic effects of radiation
6. Role of environment in growth & development

F.CARE OF SKIN, TEETH, EYES & EARS

1. Types & care of burns
2. Abnormalities & disorders of the skin
3. Testing of hearing
4. Correction of sight & hearing impairments
5. Functions of the skin
6. Testing of vision
7. How one sees & hears
8. Care of the eyes
9. Care of the teeth

F.CARE OF SKIN, TEETH, EYES & EARS

1. Abnormalities & disorders of the skin
2. Types & care of burns
3. Care of the eyes
4. Correction of sight & hearing impairments
5. How one sees & hears
6. Functions of the skin
7. Testing of hearing
8. Care of the teeth
9. Testing of vision

G. FITNESS

1. Total fitness of the individual (emotional, social, physical)
2. Physical fitness
3. Exercise & health

G. FITNESS

1. Total fitness of the individual (emotional, social, physical)
2. Physical fitness
3. Exercise & health

H. POSTURE & BODY MECHANICS

1. Kenesthetic principles of movement
2. Posture & emotions
3. Posture defects
4. Posture & body efficiency
5. Attaining effective posture

H. POSTURE & BODY MECHANICS

1. Attaining effective posture
2. Posture & emotions
3. Posture & body efficiency
4. Posture defects
5. Kinesthetic principles of movement

I. RECREATION AND HEALTH

1. Balance of life activities
2. Relation to mental & social health
3. Relation to physical health

J. REST, SLEEP, RELAXATION

1. Physiology of sleep
2. Types & causes of fatigue
3. Factors effecting the quality of sleep
4. Rest and relaxation

K. NUTRITION AND DIET

1. Physiological aspects of digestion
2. Food deficiency diseases
3. Food fads & fallacies
4. Essential nutrients
5. Overweight & underweight
6. Functions of food in the body
7. Planning a healthful diet

L. CONSUMER HEALTH

1. Qualifications & licensure of health personnel
2. Criteria in selecting health services
3. Criteria for selecting health products
4. Evaluating health information
5. Health & accident insurance policies
6. Health services available to the consumer
7. Organizations & agencies protecting the consumer
8. Legal protection for the consumer
9. Dangers of self diagnosis & treatment
10. Fraudulent practices & quackery

I. RECRLATION AND HEALTH

1. Relation to mental & social health
2. Balance of life activities
3. Relation to physical health

J. REST, SLEEP, RELAXATION

1. Physiology of sleep
2. Types & causes of fatigue
3. Factors effecting the quality of sleep
4. Rest and relaxation

K. NUTRITION AND DIET

1. Overweight & underweight
2. Planning a healthful diet
3. Food deficiency diseases
4. Essential nutrients
5. Food fads & fallacies
6. Physiological aspects of digestion
7. Functions of food in the body

L. CONSUMER HEALTH

1. Fraudulent practices & quackery
2. Dangers of self diagnosis & tre
3. Legal protection for the consumer
4. Health services available to the consumer
5. Evaluating health information
6. Criteria for selecting health products
7. Health & accident insurance policies
8. Organizations & agencies protecting the consumer
9. Qualifications & licensure of health personnel
10. Criteria in selecting health services

M. COMMUNICABLE DISEASES

1. Social & medical aspects of venereal diseases
2. Prevalent communicable diseases (as tuberculosis, influenza, mononucleosis, etc.)
3. Disease causing organisms
4. Modes of transmission
5. Susceptibility & resistance
6. Principles of disease prevention & control
7. Immunity & immunization

M. COMMUNICABLE DISEASES

1. Social & medical aspects of venereal diseases
2. Susceptibility & resistance
3. Prevalent communicable diseases
4. Methods of disease prevention & control
5. Disease-causing organisms
6. Principles of disease prevention & control
7. Modes of transmission

N. CHRONIC & DEGENERATIVE DISEASES

1. Rheumatoid diseases
2. Physical & emotional aspects of allergies
3. Causes & prevention of heart diseases
4. Diabetes & its control
5. Causes & treatment of cancer
6. Rehabilitation of the handicapped & disabled
7. Health problems of old age

N. CHRONIC & DEGENERATIVE DISEASES

1. Causes & treatment of cancer
2. Causes & prevention of heart diseases
3. Rehabilitation of the handicapped & disabled
4. Physical & emotional aspects of allergies
5. Rheumatoid diseases
6. Diabetes and its control
7. Health problems of old age

O. STIMULANTS & DEPRESSANTS

1. Community agencies for counseling and treatment
2. Causes & prevention of addiction
3. Tranquilizers and "pep" pills
4. Sleep-producing drugs & health
5. Effects of coffee, tea & cola on the body
6. Relations of tobacco to disease
7. Addicting narcotics & drugs
8. Social & medical aspects of alcohol

O. STIMULANTS & DEPRESSANTS

1. Effects of coffee, tea & cola on the body
2. Tranquilizers and "pep" pills
3. Addicting narcotics & drugs
4. Relations of tobacco to disease
5. Social & medical aspects of alcohol
6. Sleep-producing drugs & health
7. Causes & prevention of addiction
8. Community agencies for counseling & treatment

P. ACCIDENT & SAFETY

1. Incidence & significance of accidents
2. Civil defense & survival
3. Industrial accidents & safety
4. Safety in recreation & sports
5. Traffic accidents & safety
6. Home accidents & safety

P. ACCIDENTS & SAFETY

1. Civil defense & survival
2. Home accidents & safety
3. Causes & prevention of accidents
4. Traffic accidents & safety
5. Incidence & significance of accidents
6. Industrial accidents & safety

Q. COMMUNITY & INTERNATIONAL HEALTH

1. Federal government health agencies
2. State government health agencies
3. Professional health organizations
4. Local government health agencies
5. International health problems
6. International health organizations
7. Voluntary health agencies
8. Major health problems in the U.S.
9. Food-control measures
10. Rodent and insect control
11. Ventilation, heating & lighting
12. Water purification & flouridation
13. Housing conditions & health
14. Sanitation & health

Q. COMMUNITY & INTERNATIONAL HEALTH

1. International health problems
2. Major health problems in the U.S.
3. Housing conditions & health
4. Sanitation & health
5. Water purification & flouridation
6. Food-control measures
7. International health organizations
8. Ventilation, heating & lighting
9. Rodent and insect control
10. Voluntary health agencies
11. Federal government health agencies
12. Professional health organizations
13. State government health agencies
14. Local government health agencies

R. HEALTH CAREERS

1. Professional preparation
2. Current opportunities
3. Types of health careers

R. HEALTH CAREERS

1. Current opportunities
2. Types of health careers
3. Professional preparation

Appendix #7

ESTIMATED KNOWLEDGE (None or Little) RANK ORDER BY AREA	INTEREST (Considerable or Great) RANK ORDER BY AREA
1. Health careers (72.14%)	1. Marriage & the family (87.96%)
2. Chronic & degenerative diseases (70.50%)	2. Mental health (80.70%)
3. Health on the college campus (69.18%)	3. Rest, sleep & relaxation (79.01%)
4. Community & international health (66.44%)	4. Simulants & depressents (77.48%)
5. Rest, sleep & relaxation (64.7%)	5. Heredity & environment (77.35%)
6. Consumer health (63.44%)	6. Fitness (75.82%)
7. Simulants & depressants (61.83%)	7. Communicable diseases (73.52%)
8. Recreation & health (57.63%)	8. Chronic & degenerative diseases (73.29%)
9. Posture & body mechanics (56.95%)	9. Posture & body mechanics (68.32%)
10. Communicable diseases (54.53%)	10. Basic health concepts (68.15%)
11. Mental health (52.03%)	11. Recreation & health (64.88%)
12. Accidents & safety (48.69%)	12. Care of skin, teeth, eyes & ears (60.52%)
13. Heredity & environment (47.77%)	13. Health on the college campus (59.68%)
14. Nutrition & diet (42.42%)	14. Accidents & safety (56.98%)
15. Care of skin, teeth, ears & eyes (40.59%)	15. Consumer health (54.77%)
16. Basic health concepts (40.30%)	16. Community & international health (50.69%)
17. Fitness (38.55%)	17. Nutrition & diet (49.07%)
18. Marriage & the family (36.13%)	18. Health careers (47.45%)

Appendix ~~F~~ 8

Least Estimated Knowledge (None & Little) RANK ORDER BY TOPIC	Most Estimated Knowledge (Considerable & Great) RANK ORDER BY TOPIC
1. Rheumatoid diseases (Q)	1. Dating & courtship (D)
2. Federal Government health agencies (Q)	2. Care of the teeth (F)
3. State Government health agencies (Q)	3. Choosing a mate (D)
4. Campus health-and-safety committees (B)	4. Biology of reproduction (D)
5. Professional health organizations (Q)	5. Factors influencing health (A)
6. Local Government health agencies (Q)	6. Individual health needs (A)
7. College health education (B)	7. Pregnancy & childbirth (D)
8. Parent-child relationships (D)	8. Characteristics of the healthy individual (A)
9. Qualifications & licensure of health personnel (L)	9. How one sees & hears (F)
10. Physiology of sleep (J)	10. Care of the eyes (F)
11. International health problems (Q)	11. Role of the environment in growth & development (E)
12. International health organizations (Q)	12. Planning a healthful diet (K)
13. Professional preparation (R)	13. Health & Effective living
14. Voluntary health agencies (Q)	14. Attaining effective posture (H)
15. Physical & emotional aspects of allergies	15. Exercise & health (G)
16. Community resources (Mental Hea) (C)	16. Functions of food in the body (K)
17. Genetic effects of radiation	17. Planning a family (D)
18. Community agencies for counseling & treatment (S6D) (O)	18. Overweight & underweight (K)
19. Criteria in selecting health services (L)	19. Common emotional problems (C)
20. Current opportunities (R)	20. Home accidents & safety (P)
21. Criteria for selecting health products (L)	21. Physical fitness (G)
22. Counseling & guidance services (B)	22. Essential nutrients (K)
23. Campus health resources (B)	23. Laws of heredity (E)
24. Causes & prevention of heart diseases (N)	24. Sanitation & health (Q)
25. Causes & prevention of addiction (O)	25. Methods of disease prevention & control (M)

Appendix ~~10~~ 9

MOST INTEREST (Considerable & Great) RANK ORDER BY TOPIC	LEAST INTEREST (Considerable & Great) RANK ORDER BY TOPIC
1. Marriage adjustment (D)	1. Local government health agencies (Q)
2. Disease & pregnancy (D)	2. State government health agencies (Q)
3. Parent-child relationships (D)	3. Professional health organizations (Q)
4. Pregnancy and childbirth (D)	4. Industrial accidents & safety(P)
5. Causes & treatment of cancer	5. Federal government health agencie (Q)
6. Premarital health examinations(D)	6. Voluntary health agencies (Q)
7. Types of emotional disorders (C)	7. Professional preparation (R)
8. Choosing a mate (D)	8. Criteria in selecting health services (L)
9. Biology of reproduction (D)	9. Qualifications & licensure of health personnel (L)
10. Dating and courtship (D)	10. Campus health & safety committees (B)
11. Planning a family (D)	11. Rodent & insect control (Q)
12. Common emotional problems (C)	12. Types of health careers (R)
13. Principles of maintaining mental health for the individual (C)	13. Ventilation, heating & lighting(Q
14. Personal & social adjustment (C)	14. Organizations & agencies protecting the consumer (L)
15. Relation of emotions to illness	15. Current opportunities (R)
16. Effects of coffee, tea, & cola on the body (O)	16. Health & accident insurance policies (L)
17. Tranquilizers & "Pep" pills (O)	17. Functions of food in the body(K)
18. Addicting narcotics & drugs (O)	18. Criteria for selecting health products (L)
19. Relations of tobacco to disease (O)	19. Physiological aspects of digestio (K)
20. Inherited abnormalities & disease (E)	20. International health organizations (Q)
21. Causes & prevention of heart diseases(N)	21. Incidence & significance of accidents(P)
22. Correction of sight & hearing impairments (F)	22. Testing of vision (F)
23. Heredity & planning a family (E)	23. College health education (B)
24. Physiology of sleep (J)	24. Food-control health measures (Q)
25. Social & medical aspects of alcohol (O)	25. Evaluation of health information (L)